



PROSPECTUS



CHELLASTON INFANT SCHOOL 2020-2021

Chellaston Infant School

School Lane, Chellaston

DERBY, DE73 6TA

Headteacher: Mrs Lindsay Galley

Telephone: 01332 700298

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SCHOOL YEAR 2020-2021 MISSION STATEMENT

At Chellaston Infant School we believe that everyone will reach their full potential in a safe, fun and happy environment which promotes independence, self worth and excellence. Everyone is a learner whose values are respected.

Come In Succeed

Dear Parent,

Welcome to Chellaston Infant School. Our school is a co-educational school for children aged from four to seven years and is part of PEAK Multi Academy Trust. The school was first opened in 1878 for the education of children of all ages.

The staff and governors hope that you find this booklet a useful introduction to our school.

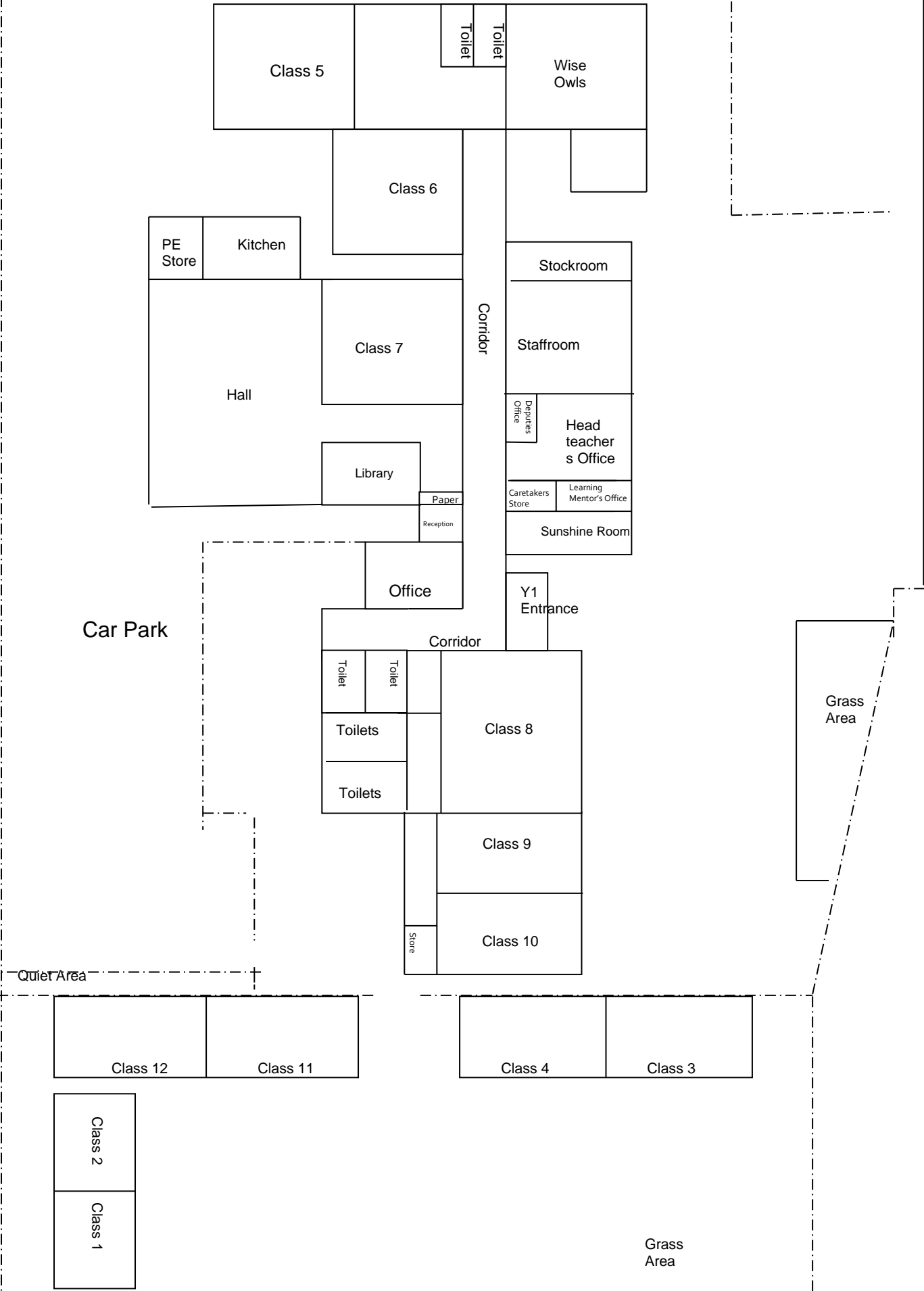
Chellaston Infant School is a successful school that prides itself on its commitment to providing all pupils with a high quality education, taking into account individual needs. Our most recent Ofsted Inspection in February 2018 judged us to be a good school. We achieve this through close partnership with parents and carers which we hope begins as you read this prospectus.

We look forward to working with you to ensure that your child's time at our school is a positive, exciting and successful.

If you would like any more information about our school, please do not hesitate to contact us.



“The school is a calm and friendly place. Pupils conduct themselves well around the school and are polite and well-mannered.” – Ofsted February 2018



ABBREVIATIONS THAT YOU MAY FIND USEFUL

DfE – Department for Education
ELG – Early Learning Goals
EWO – Education Welfare Officer
EYFS – Early Years Foundation Stage
FS2 – Foundation Stage 2, also known as Reception classes
INSET – In Service Training
ICT – Information and Communication Technology
ITT – Initial Teacher Training
LA – Local Authority
NC – National Curriculum
OFSTED – Office for Standards in Education
PTFA – Parent Teacher and Friends Association
PSHE – Personal, Social and Health Education
SATs – Standard Attainment Tests
SENDSCO – Special Educational Needs & Disability Co-ordinator
TA – Teaching Assistant
T&L – Teaching and Learning
DCSCB – Derby Safeguarding Children’s Board

ADMISSIONS

The Local Authority is responsible for co-ordinating admissions for our school. For further details ring the Admission Office on 01332 642730. Appeals will be heard within the PEAK Academy Trust and forms for applying for an appeal can be found at the school office, the website or you can contact the office team to have one sent to you via email.

Our planned admission level is 120 children for each year group.

You will need to come to the school office, before your child’s first day of school, and bring your completed admission form, home-school agreement and most importantly, your child’s full birth certificate as we are unable to admit your child to school until we have seen this.

If your child is to leave our school during the school year, we ask for you to complete our leaver’s form which includes your child’s new school information, their last day and new address if applicable.

ASSEMBLIES - RELIGIOUS EDUCATION

Our assemblies are predominantly Christian but aim to make our children aware of the ideas, beliefs and values of other cultures as well as their own. We also cover and discuss moral issues such as kindness, contentment, being friends, a sense of community and citizenship within the school. Religious Education is taught following the Derby City agreed syllabus. The vicars of the local churches may conduct an assembly from time to time.

Monday	Headteacher assembly
Tuesday	‘Open the Book’ assembly – a local Christian group led assembly
Wednesday	Headteacher assembly; often linked to ‘Steps to Success’ or school rules
Thursday	Hymn practise/singing assembly
Friday	Good Work assembly carried out in classrooms

Throughout the year reception classes join some whole school assemblies.

Each class leads its own assembly once a year. **Parents/Carers of the children involved are welcome to attend.** Younger siblings are welcome, however, if they are noisy please take them out of the hall to the corridor area where you will still be able to see the assembly through the window and the children will not be distracted.

Parents may withdraw their child from assemblies and religious education if they wish to do so - please see the Headteacher about this.

PHOTOS AND VIDEOING DURING ASSEMBLIES

Some parents of children in our school do not wish their child/ren to be photographed or videoed; because of this **NO** video or photographs are to be taken during assemblies.

ASSESSMENT

We believe the key purpose of assessment is to move children on in their learning. It is important that the teacher knows what knowledge has been retained, what skills have been acquired, and what concepts have been understood. Assessment information enables teachers to reflect on the progress each child is making and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Attainment is compared with the child's previous work, against children in the cohort and against the Local Authority and the national average.

Assessment opportunities or activities are built into the learning experience of the children. The term assessment covers activities through which teachers and other involved adults (Teaching Assistants, Special Educational Needs Co-ordinator, Initial Teacher Training students) make judgements about children's progress and attainment. These adults draw upon strategies such as:

- observation
- questioning
- discussion
- marking of work
- specific assessment materials (EYFS, SATs)
- target setting

ATTENDANCE

Children come in to school for 190 days during the school year. This leaves 175 days for holidays and appointments.

In order to make the required educational progress children should attend school every day.

The number of hours, excluding the daily act of worship, registration and breaks, spent on teaching is 22 hours 5 minutes. (DFE regulations state that an infant child should have at least 21 hours). Last year we had 0.59% unauthorised absence caused mainly because parents didn't send us explanations when their children were absent. Our overall attendance rate was 96.02%. Holidays during term time are not an entitlement and are strongly discouraged by the Government, Local Authority and School; these will not be authorised by the Headteacher.

Amendments to the 2006 regulations that came in to force on 1st September 2013 state that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

Examples of exceptional circumstances would be:

- Bereavement
- Serious illness of close family member
- Religious day

Holidays during term time are not considered an exceptional circumstance whatever the reason stated.

Parents who require a leave of absence for exceptional circumstances should complete the leave of absence form at least two weeks in advance. The reason for the request should be given in detail. Applications should be made before the leave is arranged as absences will not be granted retrospectively – evidence may be required.

Please report all absences by using our telephone system as we cannot guarantee emails will be read in time for registration.

Medical appointments, where possible, should be arranged before/after school but if unable to, please ensure school is aware and notified if your child is going to be in late or collected early.

If your child has unauthorised absences and/or low percent attendance, the Education Welfare Officer must be notified by school.

BEFORE AND AFTER SCHOOL CLUBS

We host a number of before and after school clubs provided by external clubs and will share more details as these are organised. Access to before and after school clubs is via the Flatts Path gate. Children should **NOT** be brought to or collected from these clubs via the school car park; the children will be dismissed from where their club is being held.

BEHAVIOUR: School Policy Statement

We believe that all children have the right of access to a rich, diversified curriculum differentiated to meet their individual needs.

Together with parents, we have a responsibility to create a supportive, positive, co-operative climate of trust where individuals are valued and all children's emotional, spiritual, intellectual and physical needs are met. To this end, we encourage high expectations of achievement in all aspects of curriculum and behaviour and believe that all children can succeed.

We expect children to behave in a helpful and sensible manner, to co-operate with each other and to follow the instructions of teachers', mid-day supervisors and all who work in the school. The children are expected to respect school property - the building, books, furniture, computers etc.

Most children are thrilled to get the approval of their teacher for hard work, helpfulness, kindness, extra effort or high achievement. We encourage this through the use of praise, stickers and special activities.

The Governors look to parents to support the school in these matters especially in behaviour and careful use of appropriate language.

If we are worried about your child's behaviour at school we will ask you to come to see us.

CHELLASTON INFANT SCHOOL RULES

- Do walk quietly round school**
Don't run or bang things
- Do look after each other and equipment**
Don't be unkind or leave things lying about
- Do listen to adults and other children**
Don't interrupt
- Do put your hand up to answer questions**
Don't shout out
- Do keep your hands and feet to yourself**
Don't hit or kick
- Do try your best when working and playing**
Don't mess about

School, assembly and playground rules are displayed prominently around school and a set of school rules is in every classroom. Children are expected to follow these rules at all times. All staff are actively encouraged to reward children.

“Pupils benefit considerably from the wide range of sporting opportunities and other wider curricular activities provided by the school.”

GOOD TO BE GREEN



"It's Good to be Green at Chellaston Infant School".

We want to always be sure to reward children's good behaviour, especially those children who make good choices each and every day, and we believe the 'Good to be Green' system will ensure that this can happen.

Everyday your child will begin the day on a green card. If their behaviour is good all day and they make good choices and follow our golden rules their card will stay green. Our G2BG system has been well established in school for over 4 years now and we feel it works well; last year we introduced a 'Green All Week' card that is sent home with your child every Friday celebrating that your child has followed the rules and 'stayed green'.

When a child chooses not to follow our school rules there is a sequence of turned cards to show a yellow card and then a red card with appropriate sanctions/consequences.

Children also receive additional reward points for demonstrating positive attitudes towards learning and our school rules. The children will continue to collect their 'greens' and work towards certificates. Bronze certificates will be awarded for 50 merits, silver for 100, gold for 150 and platinum for being green every day of the school year.

We hope you will support this system by asking your child whether they've stayed 'green' and talking positively about the importance of our school rules. Each class will also run its own ClassDoJo 'reward' system and work towards 'Golden Time' each week.

We are an inclusive school and some children have external factors affecting their ability to conduct themselves like most pupils, ADHD and Autism to name two, and may have a different behavior system in place. Please be assured that these pupils are not receiving 'special treatment' and work hard with those children's parents and outside agencies to ensure that they can also be successful at school.



CLASS DOJO

We use ClassDojo as a way of showing you what's happening in our classes. You'll see photographs and commentary in the class story showing you what is going on in class and the school story will be used to publicise whole school events and special occasions. We use ClassDojo points to reward good learning behaviours. Each teacher will tailor their Dojo points, alongside standard behaviour expectations, depending on what the class need to work on; so for example a class may need a blitz on tidying up quickly or not shouting out on the carpet and these might appear for a short time as a Dojo reward.

What you won't receive is an individual communication or diary of your child's school day, and we ask that you not message class teachers unless previously agreed with them.

"Senior Leaders provide strong and dedicated leadership for the school. Their plans for improvement provide a clear direction for the school."

BOOK BAGS

Are part of the School Uniform. Book bags are sold at the Clothing4 shop on the High Street and will hold everything they need. Less expensive versions are available but **all school bags should be this style.**

CHILD PROTECTION PROCEDURES

Our School is required to follow the procedures designed to protect your child by Derby City Children's Safeguarding Board (DCSB). We work closely with Social Care to ensure that your child is always in a safe environment. A copy of our Child Protection Policy is available in school and on our website.

CLASS ORGANISATION

Classes are based on mixed ability, single-age groups as far as possible.

COMMUNICATION

Effective communication is a high priority at Chellaston Infant School. We keep parents/carers informed through the school newsletter, ClassDojo, the school website and the governors' communication group, who send out an annual questionnaire to parents/carers to seek their views. We also subscribe to a text messaging service, which enables us to send text messages to parents via their mobile phones. **Please make sure we have your up-to-date mobile phone numbers.** We also send out an annual calendar of events to all parents/carers at the beginning of the school year.

Curriculum newsletters inform parents about the topics that children will be covering each half term and how parents/carers can support their children.

We are always happy to talk to parents, however, please try not to take up the teacher's time first thing in the morning as it is a very busy time welcoming and settling the children into class – please make appointments through the school office if you need to speak with the class teacher or the Headteacher. Please be aware that the school office is not staffed after 4.00pm. If you find it difficult to come to school, the head can be contacted by email: head@chellastoni.derby.sch.uk or call us on 700298 between 8am and 3.45pm.

The school has a website with lots of useful resources to help you help your child with school work at home. All letters and newsletters are uploaded on to the website. Sign up to receive email alerts via the icon on the website.

Newsletters and other appropriate information are also displayed on our notice boards, one is situated on the main building wall at the side of Class 10 and the other is situated on the side of Class 11 as you walk through to the Reception playground.

We ask that separated parents decide for one parent to bring in a pack of stamped addressed envelopes to ensure newsletters and parents evening letters are received or sign up to the website to access information. We also ask for both contact numbers to ensure both parents receive text messages.

COMMUNITY

We actively seek opportunities to make a positive contribution to our local community. We support local senior schools in their work experience programmes. Neighbours are invited to the Christmas production and other school events. A community church group visit assembly every week and we visit St. Peter's Church over the Christmas period.

Pupils go for walks around Chellaston to tie in with topic work covered in class.

We support local and National charities i.e. Derby Lions Club Christmas Appeal, Comic Relief, Jeans for Genes Day, Children in Need, PACE Homeless Shelter Harvest Festival gifts.

We run an adult community choir in school for members of the local community and staff.

Links with our main pre-schools and Chellaston Junior School are a strength of our school.

COMPLAINTS

At Chellaston Infant School, we undertake to provide a friendly and safe environment in which pupils will be helped to achieve their potential, both academically and socially.

We believe that a close partnership between the school, parents and pupils is essential to ensure pupil progress and well-being. In support of this, parents are invited to enter a Home-School Agreement. This agreement sets out the school's aims and values, as well as the responsibilities of the school and parents, and our expectations of pupils.

Through our programme of meetings between parents and teachers, as well as through informal contact, we provide opportunities for parents to raise matters of concern – about the curriculum or more general issues. If a concern is not resolved through discussion with a teacher, the parent or the teacher can refer it to the Headteacher. Complaints from members of the public should be made directly to the Headteacher.

If the Headteacher is unable to resolve the complaint within 10 school days, or is the subject of the complaint, the Headteacher or the complainant can refer it to the chair of governors.

DATA PROTECTION ACT

We keep information on children on our computer e.g. name, address, and date of birth etc. We also keep some educational records on computer.

EAL (English Additional Language)

Please ensure that our admissions form is completed correctly if another language is spoken at home as well as English.

EQUAL OPPORTUNITIES POLICY

The school has an equal opportunities policy agreed by our governors, which is available for parents to read at the school office and on the website.

FOUNDATION STAGE

During the first three/four weeks of September, children are assessed in basic skills, and records from pre-school providers are used to help inform staff of achievement in different areas of learning.

The use of the Early Years Foundation Stage Profile (EYFSP) rests on the assumption that teachers build up their assessments throughout the year on a cumulative basis, from on-going learning and teaching. As judgements are based on observational evidence gathered from a wide range of learning and teaching contexts, it is expected that all those adults who interact with the child in the setting will contribute to the process and that account will be taken of assessments made during the first year of the foundation stage.

Progressing From Early Years Foundation Stage to the Primary Curriculum

More able children may complete the EYFSP before the end of their reception year (e.g. significantly before their peers). In such cases their continued progress will be ensured. Children who have not completed the EYFSP by the end of the year will continue to work with early learning goals (ELGs) during the autumn term of year 1.

GOVERNORS' CHARGING STATEMENT

We do not charge for any educational activities except:

1. We ask for a voluntary contribution from parents towards the cost of school trips. Parents will not be asked to subsidise any other child, but the contribution will include the transport costs of teachers and adult helpers. If sufficient funds are not received then sadly the planned visit may have to be cancelled.
2. A contribution towards the cost of library books, reading books etc that are lost or damaged.
3. Sometimes we ask for a voluntary contribution towards the costs of theatre visits.
4. In rare cases a parent or child may be asked to contribute towards the cost of repairing damaged school furniture, the building or school property e.g. broken window.
5. The governors have agreed that the school cannot be responsible for accidental damage to children's property e.g. coats in school.

“Children in the early years make a good start to school life. Good leadership ensures that children enjoy a range of stimulating activities that encourage them to learn in different areas of the curriculum.”

GOVERNORS' CURRICULUM STATEMENT

AIMS OF THE SCHOOL

1. To ensure a high level of achievement for all our children.
2. To help the children to develop their full potential enabling them to live happily in our rapidly changing society.
3. To help them become balanced happy and socially competent with caring and responsible attitudes towards others and towards the environment in which they live.
4. To help them make choices with wisdom.
5. To help them develop a positive self image.
6. To encourage them to value their own culture, to be tolerant of others and their beliefs and to live in harmony with those around them.
7. To encourage parents to participate fully in the education of their children.
8. To welcome pre-school children into school wherever possible.

GOVERNORS' STATEMENT ON RELATIONSHIP AND SEX EDUCATION (RSE)

Relationship and Sex Education (RSE) is an integral part of Personal, Social and Health Education (PSHE). The objective of RSE is to help and support children through their physical, emotional and moral development. At our school, we cover various topics at an age appropriate level:

Feelings;
Ourselves;
Families;
Growing & Changing;
Health & environmental issues

Any questions a child may ask will be answered truthfully and as simply as possible. Parents who wish to withdraw their children from RSE should talk to the Headteacher.

HEALTHY SCHOOLS

Our school has been awarded a National Healthy Schools status, and an Active Mark silver award. To promote healthy living we hold various events throughout the year. Cycle pods are available in school if your child wishes to come to school on their bike or scooter. Please do not cycle across the playground and please encourage your child to ride responsibly on your way to and from school.

The school nurse regularly visits school and can support parents and families. They can be contacted at Coleman Street Medical Centre on 861193 option 1.

We are proud to have achieved the P.E. Quality Mark for a second time at a distinction level. Information regarding how we use our additional Sports Funding can be found on our school website.

HOMEWORK POLICY

As a school we would expect each Reception child to do about ten minutes of **'basic skills'** homework per night with ten minutes more in Year 2. At our school we ask parents to support and encourage their children's education at home in the following ways:

- hear your child read from his/her reading book as often as possible;
- practise any spellings, phonics patterns and "words for writing" that we send home;
- support your child in completing of homework each week designed to reinforce the work covered in class.
- discuss with and encourage your child to take part in class topics. This may involve completing a questionnaire, giving information to your child, etc;
- allow your child to take to school articles requested by the class teacher;
- play number, sound, and reading games with your child;

ILLNESS

- If your child is ill at school we will try to contact you but please let us have at least one other name, address and telephone number in case we cannot get in touch with you e.g. a grandparent living close by.
- **If your child is unable to attend school because of illness, please telephone the school before 9.00am, giving your child's name, class and nature of illness.**
- A text message will be sent to you if we have not been informed of a child's absence by 9.00 am requesting you let us know the reason.

- We are unable to administer medication during the school day, however, in line with the Disabilities Discrimination Act recommendations, and as of May 2009, we have made a *reasonable* adjustment to our policy. This will allow school staff to administer **long-term, prescribed** medicines. Such administration (with the exception of asthma or eczema medication) will be part of a distinct care plan written in consultation with the child's parents, class teacher, key workers, the school SENDCO and the Headteacher.
- All medicines must be deposited at the school office, where you will be asked to sign a disclaimer form. Children must be able to administer their inhalers themselves.
- *If your child is prescribed a course of antibiotics, we strongly recommend asking your Doctor for a 3 dose-a-day course which works better around the school day. School staff do not administer antibiotics.*
- Pupils who have had sickness or diarrhea should not return to school until 48 hours after the last occurrence.
- Impetigo is very contagious and pupils should be kept at home until it has cleared up or 48 hours after commencing antibiotic treatment.

INCLUSION & SPECIAL NEEDS

We aim to admit all children eligible to attend our school, regardless of ability. If we feel that your child has any special needs we will talk to you about it and act accordingly. If you have any particular worries about your child please let us know. Our Special Needs Policy is available in the school office for parents who wish to read it. Our School Special Needs Co-ordinator (SENDCO) Mrs Barbara Webster can be contacted via senco@chellastoni.derby.sch.uk

INSET DAYS

We have five inset days that are taken during the year. These are days set aside for whole school staff training. A school closure allows staff to work in school on specific issues. The days are determined by the school in consultation with other local schools and are fixed before the new academic year begins. The dates can be found on the school website calendar and further on in this booklet under SCHOOL TERMS & HOLIDAY DATES.

INTERPRETER

By request, school will be happy to book BSL and language interpreters for parent's evening appointments, assemblies etc. However, if school books an interpreter for any event and parents do not attend parents will be asked to pay the cost of the un-attended appointment.

INTERVENTION GROUPS

There may be a time when your child is selected to attend an intervention group. These groups focus on enhancing and supporting your child's learning.

JEWELLERY

Children should **not** wear jewellery to school as this can be dangerous to the child and to other children. Earrings **MUST** be removed by a parent before school each PE day or if your child is able to do this by themselves please provide a small lidded pot for them to keep their earrings safe in school. If you do not remove your child's earrings then they will not be able to participate in their PE lesson and as a result take a less active role which we would prefer not to happen.

“Members of the governing body have a good understanding of the work of the school and are ambitious for their future. They are able to provide good levels of support and challenge senior leaders.”

KEY EVENTS CALENDAR

A detailed calendar will be shared at the beginning of term showing special events that will happen in school throughout the year. This will include things such as:

Harvest Festival – children are invited to bring produce that will be displayed in the hall and distributed to elderly members of the local community.

World Book Day – a nationally recognised celebration of reading

Healthy Living Week – activity week of healthy activities, including daily aerobics 9am – 9.30am.

Sports Day – is held every year during healthy living week. Children take part in a range of games and competitive activities. Dates will be given to parents in advance, and parents/carers are invited to come and support the children.

Easter Bonnet Parade – usually held on the last Friday of the spring term. Children are invited to wear an Easter bonnet for the parade. The best hats from each class win a prize.

Christmas Parties, Carol Services, Pantomime, Class Christmas Performances - all held during December – details on the November/December newsletters.

LEARNING MENTOR

Our Learning Mentors, Mrs Hateley and Mrs Leeder work alongside our teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential. They work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages.

Our Learning Mentor team can support families experiencing difficulties with children's mental health and well-being, school attendance and punctuality, behaviour strategies and guidance, transition into our school and a new school. Please never hesitate to get in touch if you think you may need support.

They can be contacted via the school office or email l.hateley@chellastoni.derby.sch.uk.

LUNCH TIME

Universal Infant Free School Meals (UIFSM)

All infant school children are entitled to a free school meal and most children eat a school dinner every day. A small proportion of children bring sandwiches from home. All cooked meals and packed lunches are eaten in the school hall.

Chellaston Junior School cook our school meals on their site and deliver them to our kitchen. Lunch menus are set for 4 weeks and will be available on the school website or for parents to view via the office. Please note that as lunches are not cooked on our site all lunches must be ordered by 9.30am. **If your child is going to be late please let us know if they need a school dinner by 9.00am.**

Children are unable to switch between packed lunches and school lunches throughout the week.

Packed Lunches

If you are providing a packed lunch for your child, please do not put too much in their lunch box. Children always want to please their parents and feel under pressure to eat everything even if they are full up. A suggested lunch would be one sandwich or similar, one yoghurt, a piece of fruit, a biscuit bar and a drink. Fizzy drinks, sweets and chocolate are not permitted in lunchboxes. All rubbish and uneaten food is returned in the lunchbox so you know exactly what your child has eaten.

Please do not include any products containing nuts e.g. peanut butter or Nutella type spreads.

“Pupils who have special educational needs (SEN) and/or disabilities receive well-planned support. Teachers work closely with parents and support agencies to ensure that pupils' needs are met.”

Lunchtime staff

Each class has a mid-day supervisor. Mid-day supervisors also plan a range of games and activities during lunchtimes that support our positive behaviour policy. During wet lunchtimes they organise activities in the classrooms.

Lunchtime Arrangements

Reception children start lunch at 11.45am, Y1 at 12pm and Y2 at 12.10. Packed lunch children sit down straight away and school dinner children wait to be served their meal at our kitchen hatch. In Reception, initially the class teacher and TA assist the mid-day supervisor in ensuring that the children are settled in the hall. The hall can be a noisy and busy environment and this is the time that some children find the most challenging in the school day. If your child does not settle, please be assured that we will speak to you. You will not receive a detailed account of what your child has eaten, but if we feel concerned about what your child eats we will speak to you.

When the rest of the school come to the hall to eat their lunch, some of the older children will be sat at the tables with the reception children. After the reception children have eaten their lunch they go to the playground to play. Initially they will play as a year group, but they will start to mix with the rest of the school on either playground.

Lunchtime for Reception children ends at 1.00pm and Y1 at 1.15pm and Y2 at 1.25pm when the children return to class and the register is taken by the teacher.

OPEN EVENINGS & PARENTS EVENINGS

During the first few weeks of the Autumn term each class will hold a 'Meet the Teacher' open evening. After October half term and again in the Spring term we hold formal, appointment meetings for parents over a number of evenings. Finally, in July, parents have the option to come and discuss their child's report with the class teacher. Teachers are always available should it be necessary to meet, however in line with teachers' terms and conditions there are 2 formal parents evenings per year.

OUT OF SCHOOL ACTIVITIES

- Football, Jumping Clay©, Dodgeball, Gymnastics, Creative Story Club, Art Club, Music Club, Dance and Stitch and Sew are carried out by out of school providers and run after the school day has finished. Details of these clubs can be obtained from the school office.
- The school also runs a number of clubs such as CIS Gymnastics, Gardening Club, School Choir etc. Please ask at the school office for details of clubs that are currently running.

OUTDOOR LEARNING

At Chellaston Infant School we believe that well organised and supervised outdoor learning helps all children to find out about themselves and their own capabilities. It helps develop self-confidence, independence and lays the foundations for a healthy life where exploration and enjoyment of the outdoors is a key feature. The opportunity to playfully learn outside throughout the year, in all different kinds of weather is as important as playfully learning inside. Our aim is not to replicate 'indoor' learning but to truly embrace the outdoors for the unique learning opportunities that it can provide; through activities that cannot be replicated indoors or would be wholly inappropriate indoors. Learning outdoors is every child's entitlement.



P.E

During the first 2 terms at school our focus in FS2 is on developing physical capabilities through our provision, mostly, but not exclusively, outdoors. Initially your child **will not** need a PE kit. FS2 children will start more formal PE sessions in the school hall later in the year. Your child's teacher will let you know in advance so that you can purchase PE kits in good time.

At this point your child will need:-

For indoor PE – shorts, t-shirt and pumps.

For outdoor PE - dark coloured tracksuits during cold weather, and school would recommend this.

Children cannot go on apparatus unless they are wearing the appropriate clothing.

P.E. clothing may be left at school in a suitably labelled P.E. bag. P.E. bags will be sent home every school holiday for washing. (PE bags containing black shorts and a white embroidered t-shirt can be ordered via the Clothing 4 situated on the High Street)

Earrings **MUST** be removed by a parent before school each PE day or if your child is able to do this by themselves please provide a small lidded pot for them to keep their earrings safe in school. If you do not remove your child's earrings then they will not be able to participate in their PE lesson and as a result take a less active role which we would prefer not to happen.

PTFA (Parent Teacher and Friends Association)

The school has an active Parent Teacher and Friends Association which meets regularly in school to raise additional funds. Events include an annual Christmas and Summer Fayre as well as a Leavers' Disco for Year 2 children at the end of the school year. Dates of PTFA meetings can be found on the school newsletter. If you would like to become a member of our PTFA, please contact the school office or email ptfa.volunteers@chellastoni.derby.sch.uk. They would love some new members!

PTFA/SCHOOL LOTTERY

Our PTFA run a school lottery from just a £1 flutter and great odd to win ... go on, give it a try!
<https://www.yourschoollottery.co.uk/lottery/school/chellaston-infant-school>

PUPIL PREMIUM/UNIVERSAL CREDIT

You may be aware that schools receive extra funding based on the number of pupils that would have been entitled to free school meals/pupil premium. This money enables school to provide additional resources and staff to ensure that all children achieve as well as they possibly can. Pupil premium funding can help to pay for things such as school uniform, school trips, after school clubs etc. If you think you might be eligible for pupil premium, please ask for a form at the school office or download from the school website. Please ensure you input all of the required information in the admission form (pg.2 'Funding' section). Your child qualifies for pupil premium if you are getting one of the following support payments:

- Income Support
- Income-Based Jobseeker's Allowance
- Income-Related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, unless you are not entitled to Working Tax Credit, and you have an annual income as assessed by HMRC that does not exceed £16,190
- Guarantee credit element of State Pension Credit

If you would like any help to complete the form, please do not hesitate to ask.

READING

Parents may find it helpful to note the following points from our reading policy:

- Teaching children to read involves a partnership between home and school; we value the time and effort parents put into supporting their child/ren in reading at home and see this as an **essential** opportunity to consolidate the reading skills they have been taught at school. It is a great help to the class teacher and to the child's progress if parents practice and encourage reading at home. Parents of our Foundation Stage 2 children will be issued with a Literacy Leaflet during the July New Parents meeting which will include advice and hints about helping children to read.

- At the start of their reception year the children learn their sounds/phonics using a national scheme called “Letters and Sounds”.
- Your child will read weekly either individually or in a Guided Reading Session. This is when a group of children who are at a similar level all read the same book with the class teacher or TA. The adult teaches specific strategies and helps the children to practice them. Alongside these strategies your child's understanding of the book (it's story or content) will be assessed as the children are encouraged to talk about the story/text. They will also talk about the features of the book; e.g. what type of book it is, how it is laid out and how it can be used.
- Children will be given a reading book once they are ready and able to apply some phonic skills. This is usually around October half term but may be earlier or later depending on your child's progress. This is the book that they then practice reading, using the decoding strategies taught during Guided Reading and phonics teaching, to an adult at home. This book will be changed weekly providing it has been read at home and that this is recorded in the reading record book. Sometimes children will read this individual reading book to an adult in school.
- Your child may also have a library book.
- Finally, we want our children to enjoy reading a variety of books - not just their reading book from the teacher. Remember if the teacher doesn't hear your child read his/her book this does not mean he/she has not read that day – there is further information in the Literacy Leaflet about the different types of reading we do in school.

Please help us to create for your children an interest and enjoyment in books of all kinds.

READING BUDDIES

A small group of parents volunteer in school specifically to support children with their reading progress. If you feel able, and can offer 30 minutes weekly, and would like to become a reading buddy please contact Mrs Leyland via our school office or email r.leyland@chellastoni.derby.sch.uk.

REPORTS

A written report in line with national requirement is issued each summer, including information on end of year attainment and targets for English & Maths. The results of any statutory tests (phonics screening and key stage 1 SATS) will be reported in the end of year reports. Parents have the opportunity to make written comments on the slip provided and an opportunity to discuss the contents of the report through appointments for parent/teacher consultation. You will also receive targets for your child after each of the 2 formal parents evening appointments.

SAFEGUARDING

The safety of all children and members of the school community is our highest priority. All staff, volunteers and governors are DBS checked. If somebody different is collecting your child from school the school office needs to be informed so we can tell your child's class teacher. It is important that you sign your child in if he/she is late before taking them to the class room and to sign them out at the school office if they are leaving school before 3.30pm.

Children are unable to go home with anyone younger than 14 years old.

SCHOOL COUNCIL

Our school council is an ideal opportunity for pupils to get more involved in the way Chellaston Infants is run. It is made up with a representative from each class who are elected by other pupils. The school council benefits the whole school, pupils and teachers. It provides opportunities for pupils to communicate their feelings to teachers and staff as well as influence decisions that are made. It gives pupils the opportunity to develop skills such as confidence, communication and negotiation; it is a great way for pupils to make a change!

SCHOOL DAY

All children must be in school by 8.55am – the pupil gates are opened at 8.45am and closed at 8.55am.

- Morning break 15 minutes (Y1 and Y2 pupils)
- Dinnertime (Reception 11.45am-1.00pm and Y1 – 12.00-1.15pm and Y2 12.10 - 1.25pm)

Childrens' day ends at 3.30pm – the pupil gates are opened at 3.25pm and are locked at 3.45pm.

Reception children don't have a morning or afternoon break as they have access to outdoor learning throughout the day.

Children can go to their classrooms at 8.45am. Please encourage your child to go into the cloakroom and hang up his/her coat independently. **All children should be in their classroom by 8.55am** when the register is called. We mark children as late after 8.55am. If your child arrives after 8.55am, please take them to the school office where you will be asked sign your child in.

Please make sure that you always meet your children from school or that you have made a satisfactory arrangement to ensure that your child gets home safely. Please note - if your child is to be collected by an older sibling, **they should be over the age of 14**. If you are suddenly delayed please ring the school. If children are not collected by 4pm, and without reason, Social Care will be notified, in line with the DCSCB policy. Please remember that the first couple of months are very hectic for the reception children and teachers at home time. Please be patient if they are late being dismissed.

SCHOOL DRESS/UNIFORM

Our school colours are bottle green, red, grey, white and black. Most children wear a white polo shirt with a red or green sweatshirt or cardigan, with grey trousers or skirt/pinafore dress. We would prefer all children to wear our logoed uniform, especially jumpers and cardigans as well as the logoed book bag. Book bags are part of the school uniform and **must** be provided as opposed to rucksacks etc. Clothing 4 uniform shop on the High Street sells our school uniform. All uniform orders can be made online with both our suppliers. Simply log on to www.clothing4schools.com

Clothing 4

Cardigan	£11.95
Sweatshirt	£9.95
White polo shirt	£7.50
Book Bag (as specified)	£7.95
Fleece Jacket	£15.95
Reversible Coat	£19.95
Breathable Outdoor Coat	£TBC
Gingham Dress	£13.95
Pinafore Dress	£15.95
PE Kit Offer	£10.00

Please note – We do not sell school uniform at the office. Also, children should not wear nail varnish to school.

All clothing should be marked with the child's name

Lost property can be found by the school office. Unclaimed property is recycled every half term.

Earrings **MUST** be removed by a parent before school each PE day or if your child is able to do this by themselves please provide a small lidded pot for them to keep their earrings safe in school. If you do not remove your child's earrings then they will not be able to participate in their PE lesson and as a result take a less active role which we would prefer not to happen.

“Good teaching and effective relationships between adults and pupils encourage pupils to be enthusiastic learners. As a enjoy school and get on well together.”

SCHOOL GOVERNORS

PARENTS

Charlotte Convey
Denise Owusu

STAFF (Teaching)

Gemma McKeown

HEADTEACHER

Lindsay Galley

CO-OPTED

Katherine Adamson
Jane Walker (Vice Chair)
Ellen Hancock
Paul Stevenson
Katrina Haines
Kieran Howell
Katherine Johnson
Ross McCristal (Chair)

CLERK TO GOVERNORS

Liz Fitchett

The governors meet at least once a term and are responsible for the curriculum, management and finances of the school.

SCHOOL POLICIES

Copies of school policies are available in the school office waiting area and on the school website.

“Middle leaders are knowledgeable and motivated. They are a united team, committed to ensuring that pupils enjoy their learning and achieve well.”

“Teachers teach pupils through a curriculum that interests and inspires pupils to learn. It contributes to their personal development as well as their spiritual, moral, social and cultural development.”

“Senior leaders are diligent in their monitoring of pupils’ progress in their learning. As a result, the majority of pupils make good progress in a range of subjects.”

SCHOOL STAFF

Headteacher	Lindsay Galley
Deputy Headteacher	Rachel Leyland
Assistant Headteacher & SENCO	Barbara Webster
Teachers	Clare Wilkinson Laura Howe Elizabeth Wakeling Joanne Selby Laura Reynolds Heather Parr Leigh Glover Gemma McKeown Natalie Bowen Maxine Brooke Helen Stevenson Rachel Knight Lynsey Rowley Joe Jeffery Alex Barber-Dawson Claire Hamilton
School Secretary	Chloe Frearson
Finance Officer	Mary Tomlinson
Admin Assistants	Donna Harlow Tracy Mitchell
Teaching Assistants	Wendy Falivena Kim Hughes Bev Pearce Jayne Steed Michelle Sutcliffe Val Elliott Wendy Barlow Jackie Box Dara Paciolla Debbie Kittridge Ellen Hancock Gill Billington Claire Harrison Lana Bingham Emma Baker Lisa Clark
Learning Mentors	Lynn Hateley Kelly Leeder
Speech and Language Support	Joe Jeffery Mel Jones
Senior Mid-day Supervisor	Ellen Hancock
Mid-day Supervisors and Classroom Assistants	Hannah Wigley Gill Billington Claire Harrison Mel Jones Paula Robey Wendy Barlow Cath Leek Suzanne Harris Jade Crossley-Gilbank Vikki Marsden Angelika Majowicz Tracy Mitchell Sam Watts
Site Manager	Clint Archer

TBC

SCHOOL TRIPS

Educational Visits are an important part of enriching our school curriculum. Each year your child will participate in at least one out of school trip.

- Organisers will ensure that risk assessments are carried out prior to all educational visits, all accompanying staff and volunteers will read and sign such risk assessments.
- All children will wear seat belts on coaches.

More information on school trips can be found in our Health and Safety policy and our Charging and Remissions policy.

SNACKS

All children are given a healthy snack – fruit and water – at morning playtime. **Drinks bottles must ONLY contain water, no flavoured water, squash or fruit juice is allowed. Please ensure children always come to school with their own water bottle everyday as the use of cups can spread germs.**

SOCIAL MEDIA

As a member of our school community we ask that you please be cautious when using social media to post or comment about our school. Social media websites and pages are monitored. If you have any questions or wish to find out any information about our school please contact the school office and an appropriate member of staff will happily help you with your query.

STEPS TO SUCCESS

Through our school curriculum we are committed to teaching our pupils about how to learn best ensuring skills such as research techniques, working as a team and personal attributes such as resilience and aspiration are explicitly taught through our daily activities. We'll refer to these as 'Steps to Success'. There are eight skills and attributes which we focus on, and these are:-



SUN SAFETY POLICY

This policy has been written in consultation with staff, pupils and parents/carers. It will be reviewed annually.

Our school believes in sun safety to ensure that children and staff are protected from skin damage caused by the harmful ultra-violet rays in the sunlight. We will work together with parents to achieve this through:

A. EDUCATION

As part of the Sun Safety Policy, our school will:-

- Educate children throughout the curriculum about the causes of skin cancer and how to protect their skin.
- Invite relevant professionals (such as dermatologists, school nurses and health promotion officers) to advise the school on sun safety.
- Regularly remind children, staff and parents about sun safety through newsletters, posters, parents meetings and activities for pupils.
- Encourage staff and parents to act as good role models by practicing sun safety.

B. PROTECTION

Shade

- Hold outdoor activities in areas of shade whenever possible, and encourage children to use shady areas during breaks, lunch-hours, PE and trips. Sunbathing is definitely discouraged.

Clothing and Sunscreen

- Encourage children to wear clothes that provide good sun protection, and use sunscreens where appropriate.
- ***We would recommend, for ease, an all day sunscreen product.***

We will regularly monitor our curriculum, assess shade provision and review the sun safety behaviour of children and staff (use of hats, shade etc) to make sure the Sun Safety Policy is working.

TRANSFER TO JUNIOR SCHOOL

We have close links with Chellaston Junior School and before children transfer there, they will visit with the rest of their class. We also exchange classes, go to each other's concerts, assemblies; have joint staff training days etc. The Year 3 children come to talk to the Year 2 classes as part of their transition.

When your child(ren) is in year 2 you will receive a letter (via school) from the admissions team to prompt you to apply for their junior school place.

TRAVELLING TO AND FROM SCHOOL

- The children are encouraged to use School Crossing Patrols or Zebra/Pelican crossings where appropriate.
- Parents and other adults collecting children are asked to park away from the school entrance.
- Staff and visitors only will park in the school car park.
- The car park will be out of bounds to all children and to parents meeting and collecting children from school.
- Pedestrian access will be through the Flatts Path gates from 8.45am – 8.55am and 3.25pm – 3.45pm. Gates are closed and re-opened for clubs and closed at 8.10am. At other times the only access will be through the car park.
- Reception children will be dismissed from their classroom ramp by an adult.
- Within school, parents will be encouraged not to block paths and doors. They will be asked to meet and deliver children with this in mind.
- All children should be brought to and collected from school by someone over the age of 14 years old.
- Should you need to change the person who usually collects your child please inform your child's teacher at the beginning of the school day or, if this change is at short notice, phone the school office as soon as possible.

USEFUL ADDRESSES

PEAK MULTIACADEMY TRUST CHIEF EXECUTIVE OFFICER

Mr Kevin Gaiderman
c/o Chellaston Infant School
admin@chellastoni.derby.sch.uk

STRATEGIC DIRECTOR OF PEOPLES SERVICES DIRECTORATE

Mr Andy Smith
andy.smith@derby.gov.uk / 01332 643556

LEADER OF THE COUNCIL

Councillor Poulter

CABINET MEMBER FOR SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

Councillor Evonne Williams

CHAIR OF GOVERNORS

Ross McCristal
C/o Chellaston Infant School
admin@chellastoni.derby.sch.uk

VISITORS

Throughout the year school welcomes a variety of visitors from all walks of life – in recent months we have welcomed, the Vicar of St. Peters' Church; B.J, Little Blue Monster Theatre Company & Open the Book, Islam talks.

WHAT WE TEACH & HOW WE TEACH IT THE PRIMARY CURRICULUM & THE EARLY YEARS FOUNDATION STAGE

We teach a skills based curriculum through areas of learning and literacy, numeracy and ICT. In this way children acquire knowledge and skills that they can apply across the curriculum.

In Key Stage 1 the areas of learning are:

Understanding the Arts (Art and Design, Dance, Music, Drama)

Historical Geographical and Social Understanding (History and Geography)

Understanding Physical Development, Health and Well Being (Healthy Lifestyles, Physical and Emotional Change, P.E, Citizenship and Enterprise)

Scientific and Technological Understanding (Science and Design Technology)

Religious Education

The curriculum in Key Stage 1 builds upon the areas of learning in the Early Years Foundation Stage, which are:

Communication, Language and Literacy

Mathematical Development

Knowledge and Understanding of the World

Creative Development

Physical Development

Personal, Social and Emotional Development

Children are given opportunities to work independently and in groups and are encouraged to develop a variety of learning styles. Teachers plan for children's learning using the Literacy and Numeracy frameworks and our skills based curriculum document. Continuity and progression are ensured through careful monitoring and evaluation by class teachers and curriculum teams.

We encourage all parents/carers to take an active interest in their child's education through support at home, and through invitations to support in school in a variety of ways, including, hearing children read, helping during activity weeks, providing artefacts for topics, sharing their own skills. Each half term the curriculum for the term ahead is detailed on the newsletter – this is invaluable in keeping informed.

All teachers are entitled to 10% non-contact time for planning, preparation and assessment. During these times the classes are taught by teaching assistants.

Reception classes access the curriculum through areas of provision indoors and outdoors: reading; writing; numeracy; sand/water; ICT; creative; construction; role play; malleable/fine motor; gross motor. They are

supported by a teacher and a full-time teaching assistant. The EYFS affirms that young children learn best through carefully planned, play based experiences that start with their strengths, interests and capabilities. It acknowledges that young children are active learners and that they need opportunities to explore and make sense of the world, supported by knowledgeable, interested and sensitive adults. The principle recognises that all areas of learning are interconnected and that while children will need to be taught new skills, these should always be balanced by opportunities for them to independently apply, practice and consolidate their new learning through a richly resourced environment, inside and out. The EYFS places the child firmly at the heart of the learning experience and demands an informed approach to supporting children's learning and development, gained through observational assessment and genuine partnerships with parents.

In KS1 children are taught English and Maths in the mornings and areas of learning are taught through topic-based afternoons.

FINALLY

We want the time that you and your child spend with us to be happy and rewarding. We hope that you have found this booklet useful. The details in it were correct at the time of printing however changes may occur during the school year. Please ask if you are in any doubt.

Learning is a partnership between home and school so please join with us to provide the best possible opportunities for your child in the important early years of education. We will ask you to sign the home/school agreement (see overleaf) when your child is admitted to our school.

If you're keen to be a really active member and involved in our school community, we do have opportunities for you to do so as part of our PTFA, as a classroom volunteer or a reading buddy we'd love to hear from you.

Above all, remember that you are always welcome in our school.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'L. Galley', written in a cursive style.

L. Galley
Headteacher